



Ashfield Junior School Behaviour Policy February 2018

Aims of the Behaviour Policy

The Behaviour Policy is a whole school policy, which needs to be supported by all members of the school community – governors, teachers, non-teaching staff, parents and children. It establishes the agreed ways in which all members of the school community will contribute to the learning environment and will assist in making expectations consistent throughout the school.

Ashfield School Aims

At Ashfield we aim to be a school:

To inspire, challenge and support our children so that they become confident, co-operative, lifelong learners who can achieve their full potential

To create a secure, stable and happy environment where learning is inspirational

To teach and guide children by being a good role model

To develop citizens of the community and the wider world who have a strong sense of right and wrong, who value themselves, other people and their environment

To promote a school culture where we listen to each other, work supportively as a team; and develop children's independence and love of learning

So that we can be the best that we can be

Values

At Ashfield we hold the following values dear:

- Respect for others
- Acting with consideration
- Telling the truth
- Taking personal responsibility for one's actions
- Self-discipline
- Community spirit
- Helping those less fortunate or weaker than ourselves
- Respect for property and our environment



At Ashfield we reject:

- All forms of bullying
- Racist, sexist or homophobic behaviour
- Use of unacceptable language
- Rude and aggressive behaviour
- Damage to property
- Cheating
- Deceit
- Cruelty
- Irresponsibility
- Dishonesty

Desired Behaviour

At Ashfield we believe that everyone in our school community has the right to respect from others. Everyone has the right to teach, to learn and feel happy and safe without hindrance or threat. With those rights go responsibilities – to help others to feel safe and happy, to allow teachers to teach and learners to learn, to show respect for others, to care for property and the environment. Children are encouraged to take on these responsibilities and also be responsible for their own behaviour. They are encouraged to be independent, to learn to sort out problems by themselves and to know when to seek adult support and intervention

Expectations of all members of the school community

All members of the school community should have clear and consistent strategies, common expectations, rules and routines and a system of rewards and sanctions in line with those agreed within this policy. Adults need to model expected behaviour wherever and whenever possible in order that pupils learn how to behave properly. And the emphasis should be on supporting and encouraging positive behaviour as well as dealing with disruptive behaviour.

Our School Rules

All members of the school community are expected to:

- Show good manners at all times
- Work hard and allow others to work
- Be safe and ensure the safety of others
- Be kind and considerate towards others
- Respect their own and others' property and the school environment.

The school rules are discussed at the start of each new academic year, agreed by the children and displayed as a reminder in a prominent position in every classroom. Their application is reinforced frequently through assemblies PSCH and Rtime throughout the school year.



Encouraging good behaviour

Staff at Ashfield encourage good behaviour through:

- Clearly established classroom routines
 - Making a prompt and orderly start to each teaching session
 - Lining up procedures
 - Giving out/taking in equipment/books/apparatus
 - Tidy working routines
- Ensuring our rules are discussed, understood and displayed in the classroom
 - Reviewing rights and responsibilities and renegotiating rules at the start of each year
- Ensuring that classroom practices conform to whole school policy
- Ensuring that the tasks the children are given to do are differentiated to allow them access to their learning (see Teaching & Learning Policy)
- Using least intrusive intervention
- Minimizing unnecessary confrontation
- Emphasizing that behaving well is a choice
- Involving the children in the decision making
- Using peer groups support
- Following up all incidents of disruptive behaviour (zero tolerance)
- Dealing with children calmly
- Focusing on the primary behaviour
- Separating the behaviour from the child
- Involving parents at an early stage
- Setting up time out procedures



Common Expectations

It is important that everyone in school subscribes to similar high standards of behaviour.

In the Classroom we expect everyone to:

- Enter and leave sensibly
- Move quietly and calmly around the room
- Stay on task
- Know when it is appropriate to talk or be quiet
- Respect others' space and right to work
- Call people by their proper names
- Listen to each other.
- Care for property
- Share in the tidying up and looking after the classroom

Around the School we expect everyone to:

- Walk quietly and calmly
- Know when it is appropriate to touch displays
- Open doors for others and allow others through
- Knock on other classroom doors and on the staffroom or Headteacher's door
- Greet adults as they pass
- Wait for adults to stop speaking rather than interrupt

In the dining room we expect everyone to:

- Walk calmly and quietly up and down the steps
- Wait calmly in the queue
- Show good manners and correct use of cutlery
- Leave tables tidy and chairs tucked in
- Talk quietly

In assembly we expect everyone to:

- Enter and leave in silence
- Be silent throughout unless asked to participate
- Respect the space of others

In the playground we expect the children to:

- Walk out sensibly on dismissal
- Use the litter bins
- Stay in the playground unless called in for lunch or with permission from a supervising adult
- Play safely and gently
- Obey the rules regarding the use of the play equipment
- Look after their own and other children's property
- Help others
- Listen to members of staff and show courtesy to midday supervisors
- Stand still and quiet when the bell goes and listen for the teacher to call the class
- Walk quietly and calmly in from play



Rewards and privileges

At Ashfield rewards cover the broadest possible range of achievement and take into account the need for all members of the school community to feel valued. These range from private praise both from staff and peers to tangible rewards such as stickers and certificates. Each teacher has their own system of rewards depending on how their classroom runs and the children's needs within the class. It is the teacher's responsibility to ensure that the children fully understand the internal systems. Children may be nominated for public recognition in an achievements assembly held each Friday.

Reward Time

In addition to the rewards described above, all children receive 20 minutes of "Reward time" in which the staff say thank you to the children who have worked within the school rules by allowing them to choose from a range of fun activities. **NB. It is not extra playtime.** Children who choose not to work within the set boundaries are given an orange warning card and are reminded of the rule that they have broken. Further rule breaking brings issuing of a blue card and reduction in reward time in 5 minute increments. Children may, and must be encouraged to, earn back their reward time by exhibiting good behaviour.

Pupil Responsibility

All children at Ashfield get the opportunity to develop their sense of responsibility through carrying out daily jobs in the classroom on a rota basis. Such jobs might include taking the register bag down to the office, collecting and issuing books, refilling water bottles, keeping the book corner tidy and other jobs which aid the smooth running of the learning environment. Year 5 children have the added responsibility of collecting and counting the Tesco and Sainsbury vouchers and organizing the "Huff 'n' Puff" equipment at lunch time. Children may also be elected to sit on the School Council, which meets fortnightly to discuss school issues.

In addition to the jobs around the classroom, the year 6 children have particular responsibilities around the school:

- Delivering the register bags
- Preparing the chairs and music for assemblies
- Keeping the PE cupboard tidy
- Acting as postmen at Christmas for the delivery of Christmas cards
- Training and acting as tour guides for visitors and parents of children who are new to the school
- Counting and sorting of dinner bands
- Helping with administrative tasks for the school office



Discouraging unacceptable behaviour

All staff can contribute to children's good behaviour by helping to create a climate for good behaviour and managing out opportunities for children who misbehave during the school day (see appendix 1). All members of the community need to consider very carefully what they say, their tone of voice and general body language to avoid an argumentative or confrontational approach. Children should be given choices instead of threats in order to give the responsibility back to the child rather than taking intrusive control. It is important to keep focus on the primary behaviour. Behaviour incidents will be recorded in the class diary together with sanctions imposed by the class teacher.

Consequences - when the rules are not followed

When issuing any sanctions adults should avoid damaging the child's self-esteem. It is advisable to look to the cause of the bad behaviour. Is there anything that could have been done differently to avoid the occurrence of bad behaviour? Often a fair sanction can be negotiated and where possible should relate directly to the child's behaviour.

The following list is grouped in approximate ascending order of seriousness:

1. Reminder of the class/school rule –orange card
2. Blue card –miss 5 minutes of reward time to a maximum of 20 mins
3. Further breeches of negotiated class rules leads to issuing of orange, followed by blue cards to a maximum of 20 minutes loss of reward time
4. Time out in a different area of the room so that the child is denied the right to work with their peers (+ blue card)
5. Time out – 5 minutes with a timer in a specified space (e.g. thinking chair) or outside the classroom within vision (e.g. shared space between classes) +blue card & entry in class diary
6. A child may be sent with work to their partner teacher, or, by arrangement, to another member of staff (+blue card & entry in class diary)
7. Five minutes loss of playtime to reflect on their actions
8. Righting of wrongs and letters of apology
9. Send to Headteacher (incident form will be completed)
10. Phone calls and letters to parents
11. Fixed term exclusion
12. Permanent exclusion



Poor Behaviour in the Playground – Breaks & Lunchtimes

The nature of breaks and lunchtimes where children have increased freedom and wish to let off steam and energy increase the opportunities for children to exhibit unacceptable behaviour. In order to encourage creative play and provide a safe environment for all those using the playground, playtimes are football free zones. Football may be played at lunchtimes according to the rota. This prevents all year groups from over-crowding the court area at any one time. The School & Home Association provides light footballs for each class and there is “Huff ‘n’ Puff” equipment which encourages energetic, cooperative play. This is used on a rota basis on the lower playground.

At break and lunchtimes the following sanctions may be applied:

1. Reminder of the rule and correct behaviour
2. Time out. A child may be asked to sit on the wall or stand by the fence for a given time
3. A child may be asked to walk round with the MSA or teacher on duty
4. A child may be banned from the play equipment or the particular activity that led to the unacceptable behaviour (e.g. football)
5. A child may be sent to a member of the Leadership Team (incident form will be completed)
6. Headteacher organises off playground activities for a child who persistently exhibits unacceptable behaviour in the playground
7. Parents are asked to make alternative arrangements for their child over the lunchtime period

Racist Incidents

The class diary is monitored weekly by the Headteacher who will follow up incidents with the children concerned and according to the County Guidance on handling, recording and reporting racist incidents. See appendix 2.



Bullying

The aim of our behaviour policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. However from time to time there are incidents of bullying in our school.

We define bullying as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks)
- Indirect (spreading rumours, excluding someone from social groups).

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying so that we can act promptly and firmly against it.

The following steps may be taken when dealing with incidents:

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached. A clear account of the incident will be recorded on a Behaviour Incident Form and given to the Headteacher, who will interview all concerned and will make further record of the incident. Class teachers and parents will be kept informed. Sanctions will be used as appropriate and in consultation with all parties concerned in accordance with our behaviour policy.

Pupils who have been bullied will be supported by offering an immediate opportunity to discuss the experience with a member of staff of their choice, reassuring them, offering continuous support by, for example, allocating a named member of staff or setting up a circle of friends, restoring self-esteem and confidence

Pupils who have bullied will be helped by discussing what happened, discovering why the pupil became involved, establishing the wrong doing and need to change, informing parents or guardians to help change the attitude of the pupil.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSCH and RTime. We have a particular focus on bullying during the Autumn term with Anti-bullying week.

Records of bullying are kept in the children's files and as a central record to enable the Headteacher to report to the LA and the DCSF.



Rtime

RTime is a structured programme used at Ashfield to create a supporting environment which enhances attainment, relationships and citizenship. It enables everyone in the class to get on better together, accelerates learning and promotes self esteem. The Ashfield staff use Rtime weekly in short 15 minute bursts of activity in which the most important rule is, “show good manners at all times”. Children then work in random pairs to complete a collaborative task. They are then encouraged to thank their partner, give positive feedback and reflect on their own behaviour during the task. Rtime activities link with our work on SEAL and bullying.

Family Groups & Personal Development

In addition to the class groupings, Ashfield is also divided into family groups comprising of children from year 3, 4, 5 & 6. The families are led by a teacher and a TA. Within each family there are smaller buddy groups made up of children from each year group. These buddy groups are led by year 6 “Top Buddies” who are responsible for ensuring that all the children in their buddy group are all involved. Family group assemblies are held each term. These groups are also used for intra-school sports competition.

We follow the Chris Quigley curriculum which includes planning and monitoring of children’s personal development under the headings:

- Trying new things
- Working hard
- Concentrating
- Pushing yourself
- Imagining
- Improving
- Understanding others
- Not giving up

These themes are visited annually and lesson plans contain layered learning intentions (i.e. both an academic and a personal development learning intention).

Children’s personal development is tracked using the Depth of Learning assessment tool in a similar way to academic subjects.

Links with Parents

Parents and carers are essential partners in our drive to promote good behaviour and positive pupil relationships and it is very important that they are kept fully informed about repeated episodes of unacceptable behaviour and any serious breaches of school discipline. A quick chat with a parent at the gate at the end of the day is an effective way for a class teacher to keep in regular contact with parents. This often becomes more difficult as the child gets older and meets their parents and carers elsewhere or walks home from school independently. Teachers should telephone a parent or carer if they have concerns about the behaviour of a child in their class. Teachers should report to parents on their children’s behaviour as part of consultation meetings and on end of year reports. It is not acceptable for



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a parent to discover at the end of an academic year that their child is behaving inappropriately all year. There are standard letters in the file in the office to ask for parent support of our rules regarding uniform, homework, wearing of make-up and nail varnish, jewellery and having PE kit in school

Fixed Term and Permanent Exclusions

At Ashfield we view exclusion as the very last resort for serious breaches of school discipline and times when a child has been unable to modify their behaviour in spite of support through a Pastoral Support Programme (PSP) and the work of outside agencies such as Chessbrook Outreach or the Behaviour Support team (BST). We follow the County Guidelines for Exclusions, a copy of which can be found in the Headteacher's office.



APPENDIX 1

WHAT DO WE DO TO CREATE A CULTURE OF GOOD BEHAVIOUR?

- Politeness
- Model the behaviour you want
- Teach the children everyone in the school family is equally important
- Move around the school quietly and sensibly
- Positivity
- Tolerance
- Look after school equipment
- Expect pupils to line up sensibly for lunch
- Manners
- Give children chance to be responsible
- Follow routines without nagging
- Teach expectations early on
- Expectations of school uniform – correct, tidy
- Try and remember my manners
- Listen to the children / adults attentively
- Listen – making time for it
- Communicate with them – talk!
- Let the children know that adults have bad days and find things tricky sometimes too
- Ensure personal development learning intentions are explicit in every lesson
- Encourage the children to include everybody in their games
- Making children aware of things that have been done by cleaners, caretaker for us and reminding them to say thank you
- Showing children you are adapting learning to suit them
- Bonding with our children and showing them that we care



APPENDIX 1 cont.

MANAGING OUT POOR BEHAVIOUR Classroom / Lesson Times

- Clear expectations at start of activity
- Clear structure / timetable
- Know what the outcomes will be – work / behaviour
- Knowing your children and knowing what behaviour management will work
- Positive, subtle reminders
- Planning!
- Focus on good behaviour – praise some groups to prompt other children
- Keeping them on target – pace
- Motivation
- Make it fun / exciting / interesting!
- Consistency – apply rules / consequences
- Make sure all children are involved
- Praise / immediate feedback
- Deal with, e.g. playground issues, before the lesson



APPENDIX1 cont

MANAGING OUT POOR BEHAVIOUR

Classroom – Wet Play / Choosing Time

- Organisation of areas (wet play) – structured but a feeling of choice, it is lunchtime after all!
- Fairness – giving others a turn, rotation of games, time limits (timer – visual cue)
- Clear expectations – e.g. noise level
- Rules for what can / can't be used in wet play
- Fun things children want to do
- Resources
- Giving notice for tidying time and expectation that they will do it without nagging
- Rotate really popular activities
- Adult supervision – children as monitors too
- TAs / MSAs to be put in classes they know
- Consistency
- Teach how to play, e.g. board / card games
- Buddies across year groups from Year 6



APPENDIX 1 cont.

MANAGING OUT POOR BEHAVIOUR

Transition Times

- Set line-up order, boy / girl if possible
- Knowing / teaching rules and routines
- Spending time practising if they can't do it
- Keep transition time short – no long expectations
- Consistency
- Routines for change in lessons / timetables
- Linking with whole school rules, e.g. moving quietly around the school, not to disrupt others learning
- Clear expectations / outcomes
- What is coming next? Give them next task / holding activity
- Praising good role models / good behaviour
- Advanced warning of changes
- Timings – does the activity actually get finished?
- Give specific jobs for those likely to act up



APPENDIX 1 cont.

MANAGING OUT POOR BEHAVIOUR

Playground

- Use space effectively
- Range of activities
- Positioning of staff
- Early intervention / pre-empt
- Set of rules (consistency for all staff) – visible to children (on fence)
- Time Out – explanation why
- Stay in – extreme cases
- TA / MSA / Teacher communication
- Background communication – has anything happened to child before playtime or at home
- Reminder of expectations of behaviour
- Organised play
- Use of Play Leaders to model good behaviour
- Allocated TA for each year group to report back to teaching staff
- Encouraging different play friend circles



Appendix 2

Racist incidents

The Stephen Lawrence Inquiry Report defines a racist incident as:

A racist incident is any incident which is perceived to be racist by the victim or any other person.

Racism (Institutional)

The Stephen Lawrence Inquiry Report defines institutional racism as:

The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.

We have a duty to report and investigate **all racist incidents**

- any perception of racism requires the recording of that incident as a 'racist incident'
- this should trigger an investigation
- staff would be expected to raise concerns themselves

Asking myself –is it a racist incident?

- Was anyone offended/hurt/upset in relation to colour, culture, ethnicity, religion...?
(Distress on these grounds makes it a racist incident)

- Might a representative of the community concerned have been offended?
(You can say it would be offensive to some people and designate it a racist incident yourself)

- Was the way a remark was formulated or delivered derogatory, mocking or negative about the group/individual concerned?
(Put downs, mockery and negativity targeted at an ethnic group, culture, etc. would constitute a racist incident)



APPENDIX 2 cont.

Examples

- A school photographer in a Primary school placed black children symmetrically in photographs to make the photographs “look neater”
- At an open evening some parents were offended when they saw pupils’ history work of advertisements promoting the German Nazi Party of 1930s being displayed without prominent counter-balancing information
- A pupil was happy to allow friends to call him Bourbon, a nick-name referring to his colour

Recording and Monitoring

- Centrally kept racist incidents log
- Not about labelling individuals as racists
- With change of policy and procedures view an initial increase in number of incidents positively
- Monitor in order to be alert to pattern
- Work with individuals
- Whole school response
- Preventative strategies

Principles for Response

- All in the school community have the right not to experience racism, whether or not directed at them
- All incidents should receive an immediate response
- All incidents must be treated as serious matters
- Staff must respond consistently
- Victims (and parents/carers) should be kept fully informed at each stage of the process
- All incidents must be recorded, including the date, names and ethnicity, nature of incident, action taken. (see attached form)

Dealing with Racist Incidents

- opposition to the behaviour is demonstrated
- reasons are explained
- sanctions and/or counselling for offenders
- victims are supported (including parents/carers)
- nature of incidents communicated to staff/governors
- response in the wider school community
- MECSS involved for “serious incidents”
- Police involved if necessary



APPENDIX 2 cont.

Prevention Strategies

- Pupil involvement in anti-bullying, conflict resolution, etc.
- Curriculum teaching value of diversity

For any racist incident the member of staff needs to complete an “Integrated Bullying and Racist Incident Form”

Policy Review Date: Feb 2019